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Fine and Industrial Arts in Elementary Schools. By WALTER SARGENT. Ginn & Co. Pp. 132.

Readers of the *Elementary School Teacher* will remember the articles by Professor Sargent which appeared in this journal two years ago. The present volume is a revision and enlargement of that series of articles.

The first two chapters deal with general principles and state the reasons why drawing, constructive work, and design should be included in the elementary course. The remaining five chapters contain detailed recommendations for the work of each of the grades.

The book commends itself to the student of elementary education because it seeks to find a place for art in elementary education which will put drawing and manual activity on the level with all the other subjects taught in the school. If drawing and constructive work are to take such a place in the schools, they must be organized so that from year to year the pupil shall progress and secure genuine mental development from his training. That it is very difficult to get a progressive series of exercises in drawing and constructive work everyone knows who has seen children struggling with school drawing-books and with repetitious manual-training exercises. In the second place, handwork of all types must be related to reading, writing, and number work. This can be done only when the value of practical activity for the training of powers of mind which are on a level with those trained in the intellectual subjects is understood and emphasized.

Professor Sargent has stated these principles in such a way as to stimulate the most wholesome thinking on the part of the elementary-school teachers and supervisors. Furthermore, he has illustrated the way in which the principles may be carried into practice from grade to grade.

C. H. JUDD

The Yearbook of the Francis W. Parker School. The Social Motive in School Work. Published by the Faculty of the School. Pp. 139. 35 cents.

The Francis W. Parker School was established as a memorial to Colonel Parker and it has continued to carry out the educational policy which he inaugurated. The present publication is the first of a series which is promised by the faculty of this school. It contains the reports of a number of different activities of the school. A general introductory statement of principles with which the volume opens is followed by an account of Investigation Lane. This account relates the way in which some land back of the school has been put to use as a means of educating the children through activity, and at the same time producing much experience that is valuable for the social life of the children and for their other school work. Later sections of the monograph give examples of the way in which the dramatic instinct of children may be employed. The organization of the music of the school is discussed. The print shop is reported in general and in some special details that are of importance in the work of the seventh grade. Altogether, the monograph is very suggestive of lines of activity which may be taken up in elementary education.

The authors of the book call attention in their announcement to the fact that the school is unhampered by traditions, and is therefore free to experiment in the course of study and in the methods of organizing teaching. The best characteristic

of the volume is its treatment in a definite, concrete way of the work which is actually being carried on in the school. One can see in these reports the vigorous life of a real school. The stimulus that comes from such concrete reports will certainly not be lost in the application of the general principles here set forth to schools less fortunate in equipment and in freedom to carry on experimentation.

C. H. J.

The Child in the City. A series of papers presented at the conferences held during the Chicago Child Welfare Exhibit. Edited by SOPHONISBA P. BRECKINRIDGE. Published by the Chicago School of Civics and Philanthropy.

During May, 1911, there was held at the Coliseum in the city of Chicago an exhibit of all of the activities in the city which are directed toward the improvement of conditions surrounding children in the home, in the school, on the street, or in the playground. This exhibit included not only the private and public educational agencies but also the philanthropic and medical activities which aim at the improvement of the hygienic conditions and moral conditions in the city.

This Child Welfare Exhibit was an enlargement of the exhibit which had been held in New York City a few months earlier. The materials from New York were brought to the Coliseum, and were supplemented by exhibition material from the city of Chicago itself. One notable feature of the exhibit was the series of conferences at which educators, philanthropists, and social workers discussed the various problems of child welfare. The addresses given at these conferences have now been brought together in a bulky volume edited by Miss Breckinridge. The book supplies a very good general survey of the activities in the city which make for the benefit of children. The addresses are divided into nine sections. After a brief introductory section which gives the addresses made at the opening of the exhibit, there is a section dealing with personal service. This section reports three addresses by Richard C. Cabot. Following this are sections on the physical care of children, on the school and the child, on special groups of children, on the working child, on the law and the child, on libraries and museums, on social and civic problems of childhood, and finally two addresses, one by Mrs. McCormick, whose generosity made possible the exhibit, and one by Mrs. Blaine who contributed with Mrs. McCormick to the support of the enterprise, and was largely instrumental in its organization. In each of these sections there is reported a number of addresses by specialists engaged in practical work with children. It would be difficult to select for detailed discussion any special papers from among the large numbers here presented.

The book ought to stimulate others to a similar series of conferences. The wholesome influence of these conferences in Chicago is felt long after the close of the exhibit itself. As a means of arousing the consciousness of a city to the necessity of improvement in all of these different lines of activity, nothing can be stronger than the united presentation of the different types of social activity in behalf of children. The material side of this exhibit was expensive, and probably cannot be reproduced in very many centers, but the conferences which are set forth in this volume could be reproduced at relatively slight expense, and the benefit of a series of such conferences is attested by the contents of the book itself.

C. H. J.